



Deborah A. Gist
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

**E-VERIFY
PROGRAM
EMPLOYER**

VACANCY NOTICE

APRIL 19, 2010

RHODE ISLAND DEPARTMENT OF EDUCATION
OFFICE OF STUDENT, COMMUNITY & ACADEMIC SUPPORTS

***EDUCATION SPECIALIST, TITLE I**
\$74,373 - \$90,373

APPLICATION PERIOD:

All resumes must be received or post-marked on or before **APRIL 30, 2010.**

APPLICATION REQUIREMENTS:

Send resume, cover letter, and two current letters of reference to:

Marvin Abney, Interim Director
Office of Human Resource Development
255 Westminster St.
Providence, RI 02903

Cover letter and resume may be e-mailed to
lisa.vieira@ride.ri.gov

Signed letters of reference should be mailed.

PLEASE NOTE:

Candidates selected for interview will be required to submit official transcripts.

DUTIES AND RESPONSIBILITIES:

See attached job description.

REASONABLE ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES CAN BE ARRANGED IN ORDER TO PERFORM THE ESSENTIAL FUNCTIONS OF THE JOB.

** (Position is part of Local 2012, RIFT)*

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

Telephone (401)222-4600

Fax (401)222-6178

TTY 800-745-5555

Voice 800-745-6575

www.ride.ri.gov

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DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

NON-CLASSIFIED JOB DESCRIPTION

TITLE: Education Specialist – Title I

GENERAL STATEMENT OF DUTIES: To ensure that Title I programs for at-risk students provide supplementary assistance of high quality and proven effective practice to enable students to reach high performance standards by providing leadership, technical assistance and support to Title I programs for at-risk students.

SUPERVISION RECEIVED: Works under the supervision of a manager with wide latitude to exercise independent judgment. Work is subject to review on a periodic basis or upon completion for results achieved and for adherence to professional standards of conduct.

SUPERVISION EXERCISED: Generally none. May work as part of teams and in collaboration with others with wide latitude for the exercise of independent judgment to achieve results, may be involved in providing input to the performance management process as a peer or colleague as appropriate.

ILLUSTRATIVE EXAMPLES OF WORK PERFORMED AND ESSENTIAL FUNCTIONS:

Ensure a collaborative and coherent process for state-level administration of Title I funded programs and linkages to other Federal and State-funded programs conducted and coordinated by Title I participating districts, schools and other State agencies.

Ensure that districts and schools receive high quality technical assistance by collaborating with colleagues across RIDE concerning activities, projects, initiatives that relate to school and district improvement efforts for at-risk and disadvantaged students, particularly English/language arts, reading and early childhood initiatives, professional development networks and parental and family involvement activities.

Ensure that districts and schools are familiar with best practices by providing technical assistance support to districts--particularly urban and rural -centered on standards-based educational strategies and scientifically research based/proven practice to improve teaching and learning of at-risk students.

Ensure that districts integrate the federal Title I provisions for district and school improvement planning through a collaborative and coordinated technical assistance system. Participate on the Consolidated Resource Plans (CRP) team for the review and approval of Title I programs and amendments to the programs.

Develop the RFP and review process for Comprehensive School Reform (CSR) grants and provide technical assistance and support to grantees.

Ensure that Title I Schoolwide Programs are effective in upgrading the entire instructional program for all students, particularly students at risk of not meeting performance standards by providing support and technical assistance.

Ensure that data collection and analysis and other data requests and reports required by the U.S. Department of Education and its contractors are complete, accurate and timely.

Ensure meaningful parent involvement by coordinating Department efforts and assisting districts and schools with development and implementation of policies and procedures leading to meaningful parent involvement.

Ensure that Title I staff are current in program requirements and/or best practices by designing and conducting Title I professional development workshops and clinics for district Title I staff.

Provide timely, accurate and courteous responses to public inquiries and requests.

Participate on various committees, panels, work teams and task groups as appropriate.

Perform related work as assigned.

REQUIRED QUALIFICATIONS

KNOWLEDGE AND SKILLS: Working knowledge or familiarity with standards-based curriculum, instruction and assessment, and with standards-based reform in Rhode Island as well as that prescribed by Title I of the Elementary and Secondary Education Act as amended.

Working knowledge or familiarity of Title I funded programs for disadvantaged children--particularly programs and services for young children, second language learners and other at-risk students--and demonstrated ability to understand and interpret written laws, policies and procedures consistent with Title I statute, with a focus on achieving desired results.

Working knowledge or familiarity with systems of professional development, educational technology, strategic planning, school/program improvement, effective parental and family involvement, educational assessment, the use of data to inform decision-making and research concerning promising/proven practices for the education of at-risk students.

Working knowledge of or familiarity with national standards for parental involvement/engagement and the literature associated with the design, implementation and evaluation of effective parent/family partnerships.

Demonstrated ability to prepare, review, implement and evaluate grant activities.

Demonstrated ability to conduct, read, and summarize complex studies and reports and to analyze and evaluate data.

Demonstrated ability to prepare reports.

Demonstrated oral and written communication skills.

Demonstrated ability and desire to work collaboratively on a wide range of topics and issues related to at-risk children with diverse groups of people.

Demonstrated time management and organizational skills, ability to work and act independently and take responsible risks, and ability to facilitate the change process.

Working knowledge of school district and school operations.

Demonstrated ability to use technology.

EDUCATION: Such as may have been gained through a Master's degree in Education or related field.

EXPERIENCE: At least seven years employment in a responsible educational position serving the needs of students at risk of school failure that may include a classroom, school, district or State educational setting involving administrative, training and educational responsibilities.

SPECIAL SKILLS DESIRED (but not required): Fluency in a second language such as Spanish or Portuguese, or any other language that may be relevant to assisting schools and districts work with students, parents and community groups.

OR: Any combination of education and experiences that shall be substantially equivalent to the above experience and education.

Must have own transportation and be available evenings and occasionally on weekends.

Reasonable accommodations can be made for qualified individuals with a disability.

DATE: April, 2004